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**Better Futures Multi Academy Trust**  
**Scheme of Delegation**

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## **OVERVIEW**

### **1 Introduction**

- 1.1 Better Futures Multi-Academy Trust (“**Better Futures MAT**”) is an academy trust set up and sponsored by Coventry University.
- 1.2 Under Better Futures Multi-Academy Trust’s articles of association, the Trust Board may delegate their powers, functions and authorities to help facilitate the Trust’s operation.
- 1.3 This Scheme of Delegation is adopted by the Trust Board to confirm the delegation of its powers, functions and authorities, and to explain certain aspects of the Trust’s operation.
- 1.4 In particular, this Scheme of Delegation sets out and explains:
- 1.4.1 the roles and responsibilities of our Directors;
  - 1.4.2 the respective roles and responsibilities of the Trust Board including:
    - (i) our Local Governing Bodies
    - (ii) our other committees.

### **2 Index**

- 2.1 This Scheme of Delegation is structured as follows:
- SECTION 1** Overview of Better Futures MAT
  - SECTION 2** Establishment of Local Governing Bodies and Committees
  - SECTION 3** Delegation

### **3**     **Defined terms**

3.1     For ease of reference, the following defined terms are used in this document:

<b>Academies</b>	means the academies operated by the Trust
<b>Articles</b>	means the articles of association of the Trust
<b>CEO</b>	Means Chief Executive Officer of the Trust
<b>Directors</b>	means directors of the Trust (who, for the avoidance of doubt, are also the Trust’s charitable trustees)
<b>LGB</b>	means a Local Governing Body set up by the Trust to govern the operation of an Academy
<b>Members</b>	means the members of the Trust
<b>Trust</b>	means the academy trust known as ‘Better Futures Multi-Academy Trust’, operated through a company limited by guarantee registered with number 10817914;
<b>Trust Board</b>	means board of Directors of the Trust

### **4**     **Contact details**

4.1     If you have any queries in relation to the contents of this Scheme of Delegation, please contact:

Ulysses Lyons, CEO, [uly@bfmt.ac.uk](mailto:uly@bfmt.ac.uk)

## SECTION 1: OVERVIEW OF BFMAT

### PART A: Charitable Object, Scheme Principles, and Vision, Values and Beliefs

#### **5 Charitable Object**

- 5.1 The Trust is an exempt charity and has as its primary purpose the following charitable objectives:

*“...to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum ... or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them ... or 16 to 19 Academies offering a curriculum appropriate to the needs of its students ... or schools specially organised to make special educational provision for pupils with Special Educational Needs...”*

*“...to promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.”<sup>1</sup>*

- 5.2 The Trust Board, and each Local Governing Body and committee, must operate and carry out their purposes in a way that furthers these primary objectives.

#### **6 Scheme Principles**

- 6.1 With the above objective in mind, the Directors have applied the following principles in setting the delegation of powers and functions pursuant to this document:

6.1.1 the overall responsibility for the success and operation of Better Futures MAT rests with the Trust Board;

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<sup>1</sup> Adapted from Better Futures MAT's Articles

- 6.1.2 each academy within the Better Futures MAT group should be able to promote an individual identity and be allowed a high level of autonomy in doing so. However, each academy must operate in pursuit of the Trust's primary purpose to advance education, in line with policies and messages set by the Trust Board and with the interests of the Better Futures MAT family in mind.

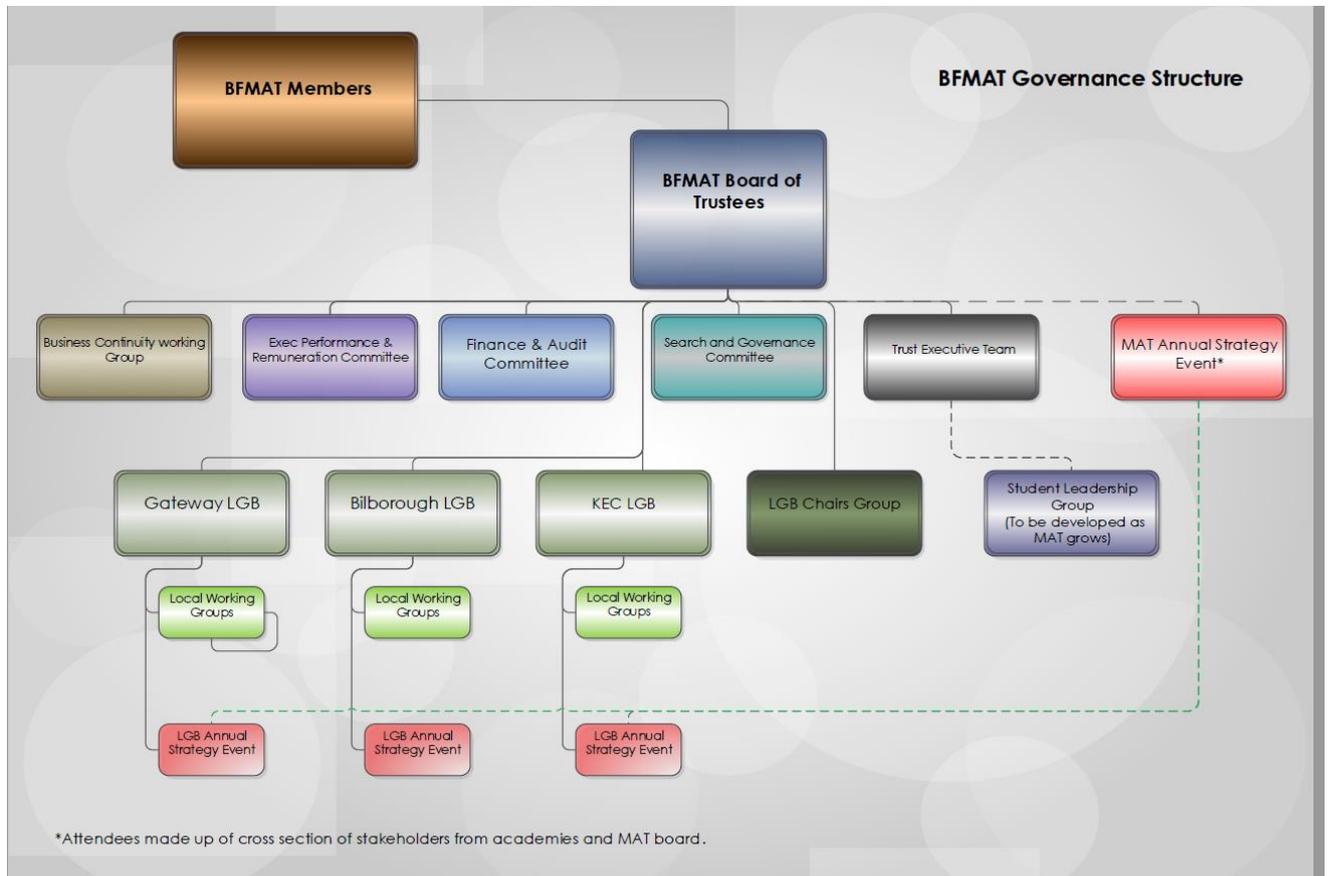
## **7 Our Vision, Values and Beliefs**

- 7.1 The mission of the Better Futures MAT is that we: Transform the futures of young people through excellence, innovation and opportunity.
- 7.2 In seeking to achieve our educative mission, our Trust Board, Local Governing Bodies and committees are expected to act in line with the following values and beliefs:
- 7.2.1 **Ambitious:** We are committed to creating exceptional learning experiences for our students, staff and communities. We seek creative solutions to our challenges and are always striving to connect new ideas with concrete realities.
- 7.2.2 **Curious:** We have a love of learning and a strong desire to know more. We constantly ask questions of ourselves and others, embrace new approaches and aren't afraid to make mistakes.
- 7.2.3 **Involved:** We are inclusive, open and are all actively engaged to make a difference to the communities we serve. We value and celebrate our communities' diversity of thought, expertise, experience and background.
- 7.2.4 **Supportive:** We support each other's work and we support each other as individuals, both professionally and personally. We help each other to make decisions that improve our work and benefit our students, staff and community.
- 7.2.6 **Genuine:** We always tell the truth, own up when we've made mistakes and deal with the consequences of our actions. Our actions reflect the things we say and the values we believe in.
- 7.2.7 **Optimistic:** We view everything with a positive eye and an open mind. We strive to foster an environment of optimism, even in the toughest of situations.

## PART B: Governance Structure

### 8 Overview

8.1 The Better Futures MAT governance is structured as follows:



8.2 In summary:

8.2.1 **Members:** Do not have a legal responsibility for the Trust's operation, but oversee its operation and monitor its performance.

8.2.2 **The Trust Board:** Has overarching responsibility for the operation and management of the Trust.

8.2.3 **LGBs and Committees:** To assist the Trust's operation, the Trust Board delegates powers and functions to the LGBs and other committees. Such delegation is on a case by case basis, and powers and functions may be withdrawn or varied on notice by the Trust Board.

## **9 Members**

9.1 Better Futures MAT's members comprise:

9.1.1 John Latham

9.1.2 Philip Hamilton

9.1.3 David Frost

9.1.4 Kate Quantrell

9.1.5 John Dishman

9.2 Members do not have any legal responsibility for the operation of the Trust (the operation of the Trust is the responsibility of the Directors), but have roles under statute and the Articles, including:

9.2.1 to appoint and remove certain Directors;

9.2.2 to approve any proposed changes to the Articles of Association;

9.2.3 to approve a change of the Trust name;

9.3 As sponsor, Coventry University will monitor the performance of the Trust Board, and input into the operation of the Trust as a whole.

## **10 The Trust Board**

10.1 Overview

10.1.1 The Trust Board is made up of the Directors. The Trust Board is the accountable body for the Trust.

10.1.2 The Directors are responsible for, and oversee, the management and administration of the Trust and its academies.

10.1.3 Better Futures MAT's Directors comprise:

- Simon Wright (Chair)
- Eileen Hartley (Vice-Chair)
- Guy Daly

- Lorraine Gearing
- Kevin Grindley
- John Kirk
- Greg Langston
- Ulysses Lyons
- Kate Quantrell
- Norman MacDonald

In line with best practice, Trustees are eligible to serve a maximum of 2 terms or 8 years (whichever greater), with the option to extend further in exceptional circumstances.

## 10.2 Key duties

10.2.1 As company directors, the Directors have the following key duties under the Companies Act 2006:

- (i) act within their powers;
- (ii) promote the success of the company;
- (iii) exercise independent judgment;
- (iv) exercise reasonable care, skill and diligence;
- (v) avoid conflicts of interest;
- (vi) not to accept benefits from third parties; and
- (vii) declare any interest in proposed transactions or arrangements.

10.2.2 In addition, as trustees of the Trust (as a charity), the Directors must act in line with their charitable duties.

10.2.3 Other core duties and obligations imposed on the directors include those obligations set out in the Academies framework documentation prepared by the Department for Education and the Education and Skills Funding Agency (including the Academies Financial Handbook)

10.3 Supplementing the duties above, the Trust Board will assume responsibility for the following three core functions of academy governance:

10.3.1 Ensuring clarity of vision, ethos and strategic direction;

10.3.2 Holding the CEO to account for the educational performance of the academies and their students, and the performance management of staff; and

10.3.3 Overseeing the financial performance of the Trust and making sure its money is well spent.

#### 10.4 Key responsibilities

10.4.1 The Trust Board retains responsibility for all aspects of the Trust's operation, save for those matters specifically delegated to the LGBs and other committees.

10.4.2 However, in particular, the Trust Board retains responsibility for:

- (i) Deciding upon major strategic and legal aspects such as:
  - (A) Establishing a new academy (in consultation with LGB)
  - (B) Discontinuing an existing academy (save for intervention by the Secretary of State)
  - (C) Disposal of land
  - (D) Proposing changes to amend the Articles of Association to Members
- (ii) Adopting the strategic plan for the Trust which will include individual strategic plans for each academy within the Trust
- (iii) Procurement requiring the publication of OJEU advertisements
- (iv) Procurement of any contract in line with the delegation grid
- (v) Approving the overall budget for the Trust and its devolution to each academy

- (vi) Approving the annual accounts of the Trust
- (vii) Ensuring that all regulatory requirements are met
- (viii) Recommending appointment of Members, Trustees and Governors of LGBs and co-opting additional Trustees including conducting skills audits as required
- (ix) Securing that all Trustees and Governors of LGBs are appropriately trained
- (x) Approving all policies that the Trust by law is required to maintain.
- (xi) Determining each year, the scheme of delegation and terms of reference including approving the membership of all committees
- (xii) Appointing, dismissing and the remuneration of the:
  - 1) CEO
  - 2) Principals of each Academy (in conjunction with relevant LGB).
- (xiii) Borrowing in respect of any academy unless otherwise agreed in advance in writing by the Trust Board
- (xiv) Creating or granting any encumbrance or giving any guarantee over the assets of Better Futures MAT or any Academy.

## **11 Trust Board committees, including LGBs**

### **11.1 Overview**

- 11.1.1 To help with the efficient running and operation of the Trust, the Trust Board delegates certain of its powers, functions and authorities to committees.
- 11.1.2 The committees established by the Trust, together with an overview of their responsibilities are detailed in Sections 2 and 3. The LGBs and committees are constituted and operated in accordance with Terms of Reference set by the Trust Board.

## **SECTION 2: ESTABLISHMENT OF COMMITTEES**

### **PART A: Overview of committees**

#### **12 Committees**

12.1 As at 6 October 2020, the following committees are established:

12.1.1 Local Governing Bodies:

- (i) KEC Local Governing Body (Chair – Stuart Stanley)
- (ii) Bilborough Local Governing Body (Chair – Nicky Harrold)
- (iii) Gateway Local Governing Body (Chair – Steve Holderness)

12.1.2 Finance and Audit Committee (Chair – Greg Langston)

12.1.3 Search and Governance Committee (Chair – Simon Wright)

12.1.4 Executive Performance and Remuneration Committee (Chair – Eileen Hartley)

12.2 Each LGB or committee constituted pursuant to this scheme of delegation or otherwise shall operate in accordance with the powers delegated to it, and within the remit set, by the Trust Board from time to time.

12.3 The Trust Board will establish other committees to assist with the operation of the Trust as required.

#### **13 Directors' step-in ability:**

13.1 Notwithstanding any delegation pursuant to this document or terms of reference:

13.1.1 any functions, powers and authorities delegated to LGBs / committees can be withdrawn by the Directors by resolution of the Directors.

13.1.2 the LGBs and committees are to act in accordance with instructions from the Directors from time to time.

## **PART B: Local Governing Bodies**

### **13.2 Overview**

13.2.1 The LGBs are set up to govern the Academies behalf of the Trust Board, and provide information to the Trust Board on the Academy's performance.

13.2.2 The LGBs are expected to act to further the Trust's primary object, and in line with the principles set out in Section 1.

### **13.3 Duties, responsibilities and delegated authorities**

13.3.1 In line with the overall vision, strategy, ethos, and broad policy framework of the Trust, each LGB is expected to:

- (i) Liaise with the Trust Board and CEO on setting their strategic direction and 5-year strategic plan
- (ii) Holding the Principal and academy senior leadership team to account for the educational performance of the academy and its students
- (iii) Holding the Principal and academy senior leadership team to account for the performance management of staff
- (iv) Determine the annual spend requirements of their Academy and recommend that allocation of funding in respect of the Academy to the Trust Board;
- (v) monitor and report to the Trust Board on educational outcomes in the Academy;
- (vi) Appoint Academy staff in accordance with Trust policies
- (vii) monitor and report to the Trust Board on all aspects of safeguarding, SEN, equality and student welfare;
- (viii) liaise with the Trust Board, CEO on all aspects of policy setting as they may respectively require;
- (ix) arrange election of elected governors of the LGB in accordance with the Articles of Association.

13.3.2 In addition, each Local Governing Body has the specific duties, responsibilities and delegated authorities set out in Section 3.

13.3.3 All decisions taken by any committee are to be reported to the next available Trust Board meeting. This should be done by way of a minute of the decision or of the meeting at which the decision was taken.

#### 13.4 Terms of operation

13.4.1 Each LGB will be operated in accordance with terms of reference set by the Trust Board.

13.4.2 Each LGB will include:

(i)

Chair (of SFC)	1	Skills Analysis - appointed by BFMAT on recommendation of LGB. To be from amongst the Community Governors
Principal (of SFC)	1	By appointment
Community Governors	8+	Skills Analysis - appointed by LGB
Student Governors	2	Elected by Students
Parent Governors	2	Elected by Parents
Staff Governors	2 1 Teaching & 1 Support	Elected by Staff

## **SECTION 3: DELEGATION**

### **PART A: Remit of Delegation**

#### **14 Grid Delegation**

- 14.1 Supplementing the duties, responsibilities and delegated authorities detailed in Section 2, the grid in Part B to this Section 3 sets out the powers, functions and authorities delegated to each LGB and committee.
- 14.2 The allocation of power, function and authority reflects the Trust's principles of governance, leadership and operation, and is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, Education and Skills Funding Agency, Charities Commission, HMRC and Companies House.

#### **15 Review/change to delegated functions, powers and/or authorities**

- 15.1 The powers, functions and authorities are subject to review by the Board on an ongoing basis.
- 15.2 Any powers, functions and/or authorities delegated to a LGB may be withdrawn and/or modified by the Trust Board from time to time, in liaison with the LGB.
- 15.3 As above, notwithstanding any delegation pursuant to this document or terms of reference:
- 15.3.1 any functions, powers and authorities delegated to LGBs / committees can be withdrawn by the Directors by resolution of the Directors.
- 15.3.2 the LGBs and committees are to act in accordance with instructions from the Directors from time to time.

Where authorities are not specifically delegated to a particular committee in this Scheme of Delegation, the relevant decision should be referred to the Trust Board by notifying the Clerk to the Board.

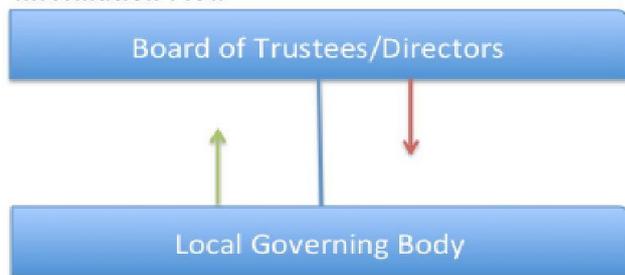
#### **16 PART B: Grid Delegation**

- 16.1 **Definitions.** The different levels of delegated power are listed below but it should be noted that not every task requires all levels of delegated power to be defined:

**Scheme of Delegation Definitions**

Action	Definition	Information flow*
Prepare	To compose proposals, plans and policies ready for consideration	
Consult (with)	The individual or group to seek advice or opinion from before formally agreeing a proposal, plan or policy	↓
Recommend	To formally suggest a proposal, plan or policy	↑
Approve	Formally agree the proposal, plan or policy for implementation	

**\*Information Flow**



## 16.2 DELEGATION GRID

Delegated Duty Key: Approve (A), Recommend (R), Prepare (P), Consulted (C)	Members	TRUST Board	CEO	LGB	Principal	Notes and implementation responsibilities
<b>GOVERNANCE</b>						
Trust Articles of Association	A	R				Directors to operate in accordance with the articles.
Change name of Trust	A	R		C		
Terms of Reference (ToR) for Trust Board		A	P			
ToR for committees (including LGB)		A	P	C		
Appoint Directors to the Trust Board	A	A & R	C	C	C	As set out in Articles – University appt up to 6, process determined under Art 50A: University sends nomination to Trust Board + OR of Trust Board required to appt. Members appt up to 7 Directors.
Approve Trust Scheme of Delegation		A	P	C		CEO
Establish LGB committees		A		C/R		As set out in Articles
Establish LGB and its membership		A	P	C/R	C	As set out in Articles
New academies joining the Trust		A	P	C		Proposals for new members need to be submitted to LGB for agreement
Discontinuing existing academies membership of the Trust		A		C		Except as directed by Secretary of State
Appoint Chair and Vice Chair of Trust Board		A				As per Articles

<b>Delegated Duty</b> Key: Approve (A), Recommend (R), Prepare (P), Consulted (C)	<b>Members</b>	<b>TRUST Board</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>	<b>Notes and implementation responsibilities</b>
Appoint (and remove) Chair and Vice Chairs of LGB		A		R		As per Articles
Appoint (and remove) Clerk to Trust Board		A				
Appoint (and remove) Clerk to LGB		C		A		
Appoint (and remove) CEO		A		C		
Appoint (and remove) Principal		A		P/ R		
Approve Director/Governor expenses policy		A		C		
Register of interests for Directors						Clerk and Trust Board
Filings at Companies House						Trust Board and Clerk
Website compliance						CEO
Risk Register		A	P	C		CEO
<b>STRATEGY</b>						
Trust 5 year strategic plan		A	P	C	P	CEO
Trust 1 year business plan		A	P	C		CEO
Academy Strategic Plan		A	P	R	P	In conjunction with Trust Strategic Plan
Academy operational plan		A	P	R	P	
<b>POLICIES AND PROCEDURES</b>						
Statutory policies for Academies as required by the Department for Education		A	P	C	P	
Local policies (outside statutory list)		C	A/ C	P/ A	P	
<b>QUALITY AND STANDARDS</b>						
Quality Improvement Plans		A	P	C/ A	P	CEO and Principals
<b>ESTATES</b>						

<b>Delegated Duty</b>		<b>Members</b>	<b>TRUST Board</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>	<b>Notes and implementation responsibilities</b>
<b>Key: Approve (A), Recommend (R), Prepare (P), Consulted (C)</b>							
Asset Management Policy and Plan			A	P*	R	P	*CEO and CFO delegated authority for procuring minimum value/routine building and maintenance works
Approve acquisition, disposal or change of use of land and/or buildings			A	P	C/R	P	Within the scope of existing covenants
<b>STAFFING</b>							
Changes to central Trust employees terms and conditions or collective agreements			A	P/R	C	P	Within the scope of existing covenants
Changes to central employees terms and conditions or collective agreements			A	R	P/A	R	To maintain collective agreements to SFCA T&C
To determine terms and conditions of senior posts (CEO, Principal, CFO, Company Secretary/Clerk)			A	R	C		CEO/Terms and conditions to be determined by board
<b>FINANCE – TO BE READ IN CONJUNCTION WITH THE MORE DETAILED SCHEME OF FINANCIAL DELEGATION</b>							
Academy budget setting and approval and changes within year– see further detail in scheme of financial delegation			A	P	R	P	*Deficit budgets will require regular progress reports to Trust Board by the Trust Board
Academy 5 year financial plan			A	R	C	P	
Virements: Any movements between cost centres which have no impact on the bottom line projected out-turn						A	
Write off of bad debts	<£1000					A	This would cover incidents like unreturned library books and nominal unpaid fees
	>£1000 <£45,000			A		R	
	>£45,000		A	C	R	R	

<b>Delegated Duty</b> <b>Key:</b> Approve (A), Recommend (R), Prepare (P), Consulted (C)		<b>Members</b>	<b>TRUST Board</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>	<b>Notes and implementation responsibilities</b>
Staff hiring and appointments	Budgeted vacancy					A	
	Unbudgeted vacancy			*		A	*Except where the academy will return a deficit budget as a result of the appointment. These changes need to be agreed with the Trust CEO
Severance payments	Equal to or below contractual notice			C		A	CEO
	Above contractual notice but below 6 months' pay (& below £50,000)		A	P	C	R	CEO in excess of £50k requires ESFA approval. See Page 34 of Academies Financial Handbook
Requisitions for orders/invoice approval (excluding capital reserves or major item purchases such as IT)	<£50k					A	
	>£50k		A	R		P	Principal expenses Budget Holders local
Expenses	<£5k					A	
	>£5k			A			
Quotations and tendering	<£10k					A	Preferred supplier/catalogue
	£10k-£50k			C		A	Three written quotes
	£50k-£75k		C	A			Three written quotes Sponsorship Agreement - CU consent to enter into any contract >£50k.
	>£75k		C	A		C	Formal tendering process
Bank account payments BACS, cheques, card payments, DDs	All						Any two signatories in accordance with bank mandate

<b>Delegated Duty</b>		<b>Members</b>	<b>TRUST Board</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>	<b>Notes and implementation responsibilities</b>
Disposal of assets (excluding land etc) Value based on expected disposal proceeds.	<£5k					A*	*Academy finance staff
	£5k£10k			A		P	
	>£10		A			C	CEO
Capital programmes/projects with costs in excess of £10k	All		A	P	C	R	Proposed capital projects need to be submitted with the recommendation of CEO & Academy Principal (Financial regulations handbook)
Income generation in excess of £5k on any single activity				C	A		Any income generated belongs to each individual Academy for them to invest in the future learning of students and the wider community
Ensuring Adequate Insurance				A*	C	P	*Trust/ CU Group procurement/CFO
Appoint/Remove External Auditors		A	R	P	C		In collaboration with the University Sponsor. AFH not permit external auditors to also perform internal audit function.
Appoint/Remove Internal Auditors			A	P			On recommendation of Finance and Audit Committee
Monitor Internal Controls			A				Delegation to CEO and CFO reporting to Finance and Audit Committee
Approve Financial Statements			A				Board approval on recommendation of

<b>Delegated Duty</b>		<b>Members</b>	<b>TRUST Board</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>	<b>Notes and implementation responsibilities</b>
<b>Key:</b> Approve (A), Recommend (R), Prepare (P), Consulted (C)							Finance and Audit Committee

## 17 **APPENDIX A: BFMAT Delegation Principles**

BFMAT's vision for governance is to deliver a high degree of autonomy to individual academies predicated upon mutual trust and collaboration between all academies within the MAT, and between those academies and the MAT board itself.

As a matter of course, a scheme of delegation that outlines the authorities delegated to each academy is prepared and reviewed on an annual basis. The aim is that the scheme of delegation is a jointly agreed scheme between local governing bodies (LGB) and the board that is tailored to meet the needs of individual institutions. Both the board and the LGB should be alert to identifying any aspects of the scheme of delegation that become ineffective, inefficient or are unhelpful in achieving sound governance. Alongside the scheme of delegation is a planned approach to communication between each LGB and the board and between the LGBs themselves.

To support the LGB in delivering effective governance the board will ensure:

- A clear vision for the Trust that is shared with all
- A clear Trust strategy and clarity on the LGB's role relative to it
- An annually updated and jointly agreed scheme of delegation
- Tailored training and development opportunities for the LGB
- Clear and regular communication based upon established protocols
- Consultation with the LGB on strategic issues of importance to the operation of the academy and the Trust overall.

Whilst the board reserves the right to unilaterally amend a scheme of delegation, or stand down any LGB, the circumstances that would typically lead to that action would be:

- Identification of weak governance, specifically any matters that would create significant operational or reputational risk to the college and by extension BFMAT.
- In response to an Ofsted inspection resulting in a second 'requires

improvement' judgement or an 'inadequate' judgement.

- A sudden or unexpected significant\* dip in performance.

\*Significant could be metrics such as a drop in achievement rates to well below benchmarks or an overall drop in progress of -0.5 (as measured by 6 Dimensions national Points Per Starter).

- Significant safeguarding concerns.

In the event that a LGB is fully disbanded, the board will appoint an Interim Board whose main function will be to secure governance of the academy. The Interim Board will be in place until the issue triggering the LGB removal has been addressed and/or resolved.

## 18 **Appendix B: BMAT Decision Making Protocol and Process Map**

The MAT Board recognises that in enabling individual academies to retain high levels of autonomy there must be clarity and shared protocols in respect of communication and decision-making.

If everybody engaged in governance of the MAT is thinking in exactly the same way, governance cannot be effective. For the MAT to move forward in the best interests of students the Board ideally acts as an environment in which members can respect and incorporate the views of others and, when needed, retain their independence and question fundamental assumptions.

In order to establish clarity on decision-making the board will ensure:

- i. A **scheme of delegation** between the Board and its committees which clearly articulates delegated powers and identifies who is responsible for making decisions. The scheme of delegation will be reviewed annually.

- ii. A **decision making protocol** that sets out what action the Board will take if there is disagreement between the LGB and board on strategic decisions.
- iii. **Process maps** of specific elements of the scheme of delegation that are more complex or involve multiple stages.
- iv. A **communications protocol** between the Board and LGB to ensure key decisions are communicated in a timely and clear manner.

The aim is to ensure no duplication of governance, that governance remains as close as possible to the point of impact of decision-making and that decisions are made based upon students' best interests.

### Decision making protocols

- The scheme of delegation allows for the LGB to make recommendations to the Board on certain strategic decisions and for the Board to consult with LGB on strategic decisions.
- Where there is disagreement between the LGB and the Board in respect of a strategic decision that has not been resolved through usual discussion and feedback mechanisms, a meeting will take place between the Chair of the Board and Chair of the LGB to resolve the contentious matter. To ensure the Board are appropriately advised the clerk / company secretary will attend that meeting and as the MAT governance professional will support discussions and appropriate solutions.

This protocol does not remove the right of the Board to exercise its powers to implement strategic decisions, but is intended to ensure that through dialogue with the LGB that all matters affecting the decision are appropriately considered and decisions are made in the best interests of students and to ensure all relevant matters are fully considered before implementing decisions.

### Process Maps Example 1

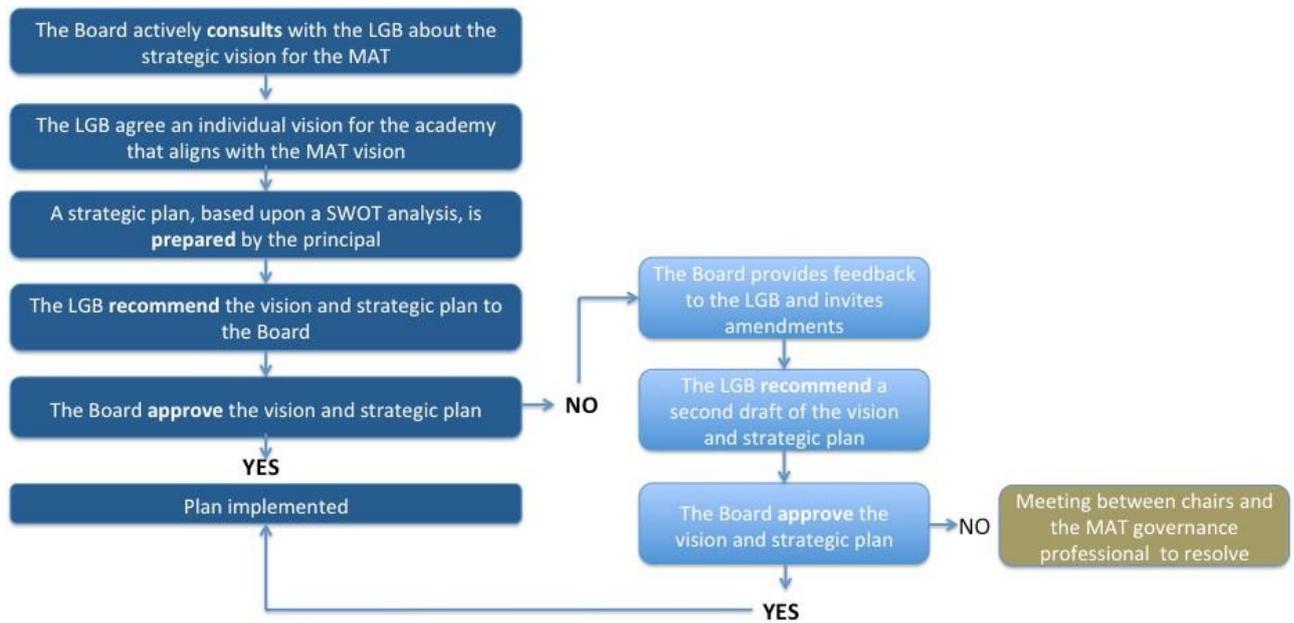
Key: Approve (A), Recommend (R), Prepare (P), Consult (C)	Board	CEO	LGB	Principal	Notes and implementation responsibilities
<b>Trust 5 year strategic plan</b> (NB narrative SoD says plan includes academy strategic plan)	<b>A</b>	<b>P</b>	<b>C</b>	<b>P</b>	<b>CEO</b>

NB: In order to process map this element of the SoD there must be clarity about the framework for strategic planning in the MAT. In developing this process map, a number of assumptions are made about the planning framework which need to be confirmed. Assuming an approach to strategic planning as outlined in Figure 1 the following process map is proposed – as the trust grows this approach will need to be modified.



**Figure 1 Strategic Planning Process**

## Process Map



## Example 2

	Board	CEO	LGB	Principal	Notes and implementation responsibilities
Key: Approve (A), Recommend (R), Prepare (P), Consult (C)					
<b>Academy budget setting and approval</b>	A	P	R	P	Deficit budgets will require regular progress reports to Trust Board

## Process map

